**Breathing New Life into Reading Workshop**

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**Quickwrite – How have you motivated your students when they are learning reading skills?**

**A Sequence for Teaching Reading Comprehension Strategies that Maintains Students’ Interest and Motivation:**

1. **Introductory Lesson**

* In the Name of Fashion! – Determining Importance

1. **Breaking Down the Skill**

* Main Idea & Supporting Details Art Activity

1. **Practice with Thinking**

* Music Lesson with thinking stems

1. **The Next Step**

* Website Lesson – www.reading.ecb.org

1. **Can They Put It Altogether?**

* Assessment - Students read an article from Time for Kids. They must highlight main parts and use what they highlighted to write a summary.
* Easily differentiated by adjusting the length/difficulty of the text. Can also assess what student highlights if writing is a difficulty.

**Motivating Introductions to Reading Comprehension Strategies**

1. **Metacognition**

* **A Reading Salad:** Students use lettuce (text) and tomatoes (thinking) to create a salad that represents what great readers do when they read. They learn that, “Text + Thinking = Real Reading’ (McGregor 19).” It is possible to use red and green paper to represent the lettuce and tomatoes, however, using the real things really add to the appeal of this lesson.
* **The Giant Thought Bubble:** Cut a thought bubble out of a large piece of cardboard with a hole in the middle big enough for students to fit their head through. Have students practice being metacognitive by taking turns reading aloud then putting their heads in the thought bubble when they are thinking about the text. This lesson is hysterical and the kids remember it all year long.

1. **Visualizing**

* **Movies That Play in Your Mind:**  Students create drawings of the images that they see in their minds while listening to a class read aloud.

1. **Schema**

* **What Do You Have Stuck in Your Mind?:** On tiny strips of paper, students write characteristics about themselves that make them unique. They then use a lint roller to pick up their “schema” to symbolize that all of their experiences stick with them and can be used to make connections when they are reading.

1. **Inferring**

* **Trash or a Reading Treasure?:** The class explores items in a bag of trash that was “taken” from a mysterious neighbor’s curb. Based on the evidence they collect and their schema, they infer what they neighbors must be like.
* **Have You Seen My Slippers?:** For this activity, the teacher displays an old, beat up shoe or slipper. Students “infer” who might own the slipper and what could have happened to it to make it so dirty and worn.

1. **Questioning:**

* **What Do You Wonder?:** Students learn to ask questions before, during, and after reading, by trying a new food and asking questions about it before, during, and after they eat.

1. **Determining Importance**

* **In the Name of Fashion!:** A class favorite! The students help the teacher transfer items from a school bag to a small purse that she will take out to dinner. They must decide which items should go and which items can be left behind based on which will be most important for going out to eat.

**\***This is just a sampling of what you can find in *Comprehension Connections: Bridges to Strategic Reading* by Tanny McGregor

**Metacognition**

**Reading Comprehension Thinking Stems**

Taken from *Comprehension Connections* by Tanny McGregor

* I’m thinking…
* I’m noticing…
* I’m wondering…
* I’m seeing…
* I’m feeling…

**Schema**

* That reminds me of…
* I’m remembering…
* I have a connection to…
* I have schema for…
* I can relate to…

**Inferring**

* My guess is…
* Maybe…
* Perhaps…
* It could be that…
* This could mean…
* I predict…
* I infer…

**Questioning**

* I wonder…
* What if…
* Why…
* I don’t understand…
* It confused me…
* How could…

**Determining Importance**

* What’s important here…
* What matters to me…
* One thing that we should notice…
* I want to remember…
* It’s interesting that…

**Visualizing**

* I’m picturing…
* I can imagine…
* I can feel…

see…

smell…

taste…

touch…

hear…

* My mental images include…

**Synthesizing**

* Now I understand why…
* I’m changing my mind about…
* I used to think \_\_\_\_\_\_, but now I think…
* My new thinking is…
* I’m beginning to think…